DOCUMENT RESUME

ED 348 680 CS 213 485

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TITLE Improving the Writing Skills for Third, Fourth, and Fifth Grade Gifted Students through the Use of Developmental Processes.
PUB DATE 92
NOTE 69p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academically Gifted; Intermediate Grades; Primary Education; Writing Attitudes; *Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Skills
IDENTIFIERS *Developmental Curriculum; *Writing Development

ABSTRACT

A practicum was designed to increase third, fourth, and fifth grade gifted and talented students' exposure to the writing process. Nine behavioral objectives were identified: (1) demonstrating more prolifically and mechanically correct narratives; (2) demonstrating more positive feelings toward writing; (3) increasing the number of words used in a narrative; (4) completing a publication-ready narrative; (5) increasing selection of words in a narrative; (6) indicating success in having a written work published; (7) reporting self-improvement in the writing process; (8) increasing ability to inform readers; and (9) demonstrating a desire to write. Developmental writing lessons were designed to help students develop writing skills and to cooperatively share and assist each other in the writing process. Students participated in learning centers, integrated writing skills and viewed educational writing videos. Samples of the students' writing were collected before and after writing projects in portfolios, using a survey and a standard writing scale. All nine objectives were met successfully, and, in many areas, expectations were exceeded. The data from the practicum strongly validated the following: (1) students can improve their writing skills as a result of being exposed to a formalized developmental writing program; (2) students can develop a more cooperative and helping spirit when taught how to assist each other in writing projects; and (3) the use of technologies such as word processing and writing videos can enhance students' writing projects, as was shown in this practicum. In addition, parents, teachers and other students benefitted from the gifted students being involved in the program. (Nine figures are included; 23 references and 7 appendixes are attached.) (Author/PRA)

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Improving the Writing Skills for Third, Fourth, and Fifth Grade Gifted Students Through the Use of Developmental Processes

by

Mary Helen Freeman
Cluster 37

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A Practicum II Report Presented to the Ed.D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctorate of Education

NOVA UNIVERSITY
1992

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Mary Helen Freeman under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

July 11, 1992 — Date of Final Approval of Report

Wm. W. Anderson — William Anderson, Ed.D., Advisor

Acknowledgement

The writer wishes to express appreciation to her husband Larry for his patience, understanding, and support during this endeavor.

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Abstract

Improving the Writing Skills for Third, Fourth, and Fifth Grade Gifted and Talented Students Through the Use of Developmental Processes, Freeman, Mary Helen, 1992: Practicum II Report, Nova University, Ed.D. Descriptors: Gifted/Expository Writing/Literary Styles/Writing Instruction/Writing Processes/Writing Evaluation/Creative Thinking/Writing Composition/Reading Writing Relationship.

The intent of this practicum was to increase third, fourth and fifth grade gifted and talented students' exposure to the writing process. Nine behavioral objectives were identified. They were: (1) demonstrating more prolifically and mechanically correct narratives, (2) demonstrating more positive feelings toward writing, (3) increasing the number of words used in a narrative, (4) completing a publication-ready narrative, (5) increasing selection of words in a narrative, (6) indicating success in having a written work published, (7) reporting self-improvement in the writing process, (8) increasing ability to inform their readers, and (9) demonstrating a desire to write.

Developmental writing lessons were designed to develop writing skills and to cooperatively share and assist each other in the writing process. Students participated in learning centers, integrated writing skills and viewed educational writing videos. Samples of the student's writing were collected before and after writing projects in portfolios, using a survey and a standard writing scale.

All nine objectives were met successfully, and, in many areas, exceeded expectations. The data from this practicum strongly validated the following: (a) students improved their writing skills as a result of being exposed to a formalized developmental writing program, (b) students developed a more cooperative and helping spirit when taught how to assist each other in writing projects, and (c) the use of technologies such as word processing and writing videos enhanced the students' writing projects. In addition, parents, teachers and other students benefited from the gifted students being involved in the program.

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Mary Helen Freeman — July 15, 1992

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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The writer's work setting is in an historic Southern town, founded in 1835 after the railroad company surveyors routed a 136-mile railroad line through the area. The town was named for the railroad's president. Two of the young surveyors were responsible for the city's beautiful parkways, for they incorporated these into the original town plan of 1834.

A battle was fought during the War Between the States which kept a contingent of Sherman's army from passing through and destroying the famous cotton mills of the area.

The city has long been a popular resort, both for the Southerners and Northerners who enjoy the mild climate and beauty of the area. The horse industry thrives in this area, and each winter, trainers fill the local stables with horses from around the world.

As of 1991, the population of the city was approximately 20,000, and the county's was around 12,200. In the early 1950's this small Southern town began to experience its most dramatic period of growth due to a large government plant. The city continues to grow as employees of new industries migrate to the area and as visitors appreciate the unique way of life.

The area has seven elementary schools, two middle schools, two high schools, eight private and parochial

schools, and two colleges. The south side of the city is experiencing the largest population growth and as a result the schools are extremely crowded. The school where the writer is employed is under new construction to help alleviate the school's crowded conditions.

Writer's Work Setting and Role

The young people involved in the educational problem are gifted and talented students who lacked effective writing skills. This fact is quite disturbing since gifted and talented students have the potential to make very valuable contributions to society through their writing. Writing skills are not formally introduced in the elementary school. Teachers are required by a state-mandated basic skills program to have the students write in the classroom each month. The teacher keeps the students' writing samples in a folder that stays with the children through their elementary school education.

The 80 gifted and talented students that the writer will be teaching during the 1991-92 school year are selected from a 775-student population. Students who are chosen for this program must have a cumulative Weighted Profile Score of approximately 90 and above. This places them on a waiting list that categorizes the students into A, B, C, or D category (see Appendix A for Weighted Profile for Gifted and Talented Students). Eligible students will be given the option of attending the SOAR (Students on Active Research) program, and parents will be notified at the beginning of the school year. Students who elect to participate in the SOAR program are expected to remain in the program for the remainder of the year as long as grades, conduct, and

performance remain satisfactory. If there is not enough space for all of the students, those with the highest Weighted Profile Scores will attend.

The students in the third, fourth, and fifth grade levels receive at least 200 minutes of instruction per week. During the 1991-92 school year, third graders will attend SOAR class on Mondays, fourth graders on Tuesdays and Wednesdays and fifth graders on Thursdays and Fridays. Approximately 35 white females, 39 white males, 2 black females, and 4 black males will receive invitations in the Fall to participate in the program.

The writer's role in the elementary school is to instruct 80 third, fourth, and fifth grade gifted and talented students in a portable classroom located at the back of the main school building. The writer's background experience includes 25 years in regular classrooms, in every grade level through sixth grade, and one year in the gifted and talented classroom. Dr. E. Paul Torrance, publisher of many creative writing articles, was the writer's mentor while attending the University of Georgia. The writer gained valuable experience in creative writing and problem-solving under the guidance of Dr. Torrance. The writer has led programs in mentoring, developmental writing, computer word processing, discipline, and cooperative learning.

CHAPTER II
STUDY OF THE PROBLEM

Problem Description

Specifically, third, fourth, and fifth grade gifted and talented students, according to the literature and this writer's findings, seem to experience difficulty in exploring the full expressive potential of language. Gifted and talented students need to place more emphasis on the mechanical dimension of writing. Many distractions in their lives, for example television, prevent them from engaging in the writing process. If the writing problems of the gifted students were solved, the students will be able to write with a minimum of mechanical problems, feel more positive about their writing, experience an attitude of success when writing, and increase the flow of descriptive words and thoughts.

Problem Documentation

The need to increase writing instruction and assessment has been determined by a survey mailed to students and teachers. The student surveys (see Appendix B) results are as follows:

1. Fifteen of 25 students described creative writing as a fun experience.

2. Twenty-one of 25 students preferred their own original ideas to discuss in their writings.

3. Eighteen of 25 students would be willing to write their story at least two times.

4. Seventeen of 25 students preferred their creative papers to be placed in a folder.

5. Twenty-three of 25 students selected the computer to edit their papers.

6. All 25 students felt a need for additional assistance during the editing process.

7. Nineteen of 25 students wished there was more creative writing at school.

The student surveys are evidence for students needing more assistance, help in organizing their work, and more exposure to creative writing.

The teachers responded quickly to the creative writing survey (see Appendix C). The results are as follows:

1. Twenty-two of 26 teachers said they allowed time for daily writing during the school year.

2. Out of 26 teacher responses, the range of weekly writing engagements was one to five with a mean of three.

3. Eight teachers said they engaged in daily writing more than 20 minutes.

4. Ten teachers spent 20 minutes doing daily writing.

5. Eight teachers were engaged in writing during the day less than 20 minutes.

6. Eighteen of 26 teachers gave students one or two comments back on their creative writing per week.

7. Twenty-five teachers reflected that each month students engaged in writing due to requirements from the principal.

8. Twenty of 26 teachers felt comfortable grading creative writing.

9. Fourteen teachers asked students to write the same creative writing one time and 12 teachers asked students to write twice.

10. According to data, 20 teachers equally displayed and gave back papers, while only 16 teachers placed work in a folder.

11. Only 18 of 26 teachers showed a desire to allow more time in their class for writing in the coming year.

Teachers' surveys illustrate that students are not being allowed enough time for writing, need more feedback, and their papers are not being kept in a folder for later possible publication.

Causative Analysis

There are several reasons for the gifted and talented students to have difficulty with the writing process. One is that teachers often instruct students to write certain unrelated and uninteresting topics during their writing instructional period. The students realize quickly the unrelated nature of the topic and sometimes do not write as effectively as if the writing had been a topic of related interest to the class.

Also teachers need to demonstrate effective writing to the students. The students often enjoy joining the teacher in a story-writing session before they begin their own endeavors. Visual learners really seem to profit from observing the teacher engaged in the proper writing

procedures, rather than being left alone to explore the correct methods by themselves.

Too often, writing has been used as punishment instead of reward for students. For example, the writer has witnessed teachers requiring students to write 200 identical statements about how they should remember to write their names at the top of their papers. Writing needs to be a positive endeavor.

In addition, writing needs to be integrated throughout the daily required subjects, so that students can understand how writing can be linked throughout subject matter. Teachers, with busy schedules, often neglect daily journal writing. Journal writing is an excellent tool for expressing a student's thoughts without hindrance from outside resources. If students are allowed 15 minutes per day to express themselves in writing, the day appears to go much smoother. Anger, fear, hope, and many other emotions are laid quietly to rest through a student's pen during journal writing.

Too often, teachers ask students to turn in perfect writing in the first draft without the benefit of proper editing. Students, especially gifted students, exhibit perfectionist qualities. If they are asked to hand in what they consider an imperfect writing product, they become quite anxious and often build negative feelings toward writing.

Teachers have not always used tact and diplomacy when teaching writing skills during the editing process. Many times the writer has heard teachers express negative comments during the writing process. Such comments as, "How can you hand me such garbage?" or, "Do not come up here another time until that paper is neatly written with some sort of order to it!" The damage done by such comments would be hard to

measure; but common sense tells people that this certainly can not be the best way to encourage a student to write.

Students often have not had input from others concerning their writing. Students are young and vulnerable, and they need guidance and instruction. Very few of us experience perfect or near perfect products any time we assume a new skill, and the same applies to new writers. They need assistance in the writing process before striking out on their own.

Students have not had much exposure to critical and creative thinking processes at this age. They need teachers to subject them to the many excellent exercises available in education today designed to give them practice in critical and thinking processes. Last year, the writer spent two out of four hours of instruction time engaging the students in critical and creative thinking processes in the hope that this would help them become contributing members of a complex society.

Students do not realize how important it is to communicate effectively. As educators, it is our responsibility to ensure that these youngsters realize the significance of learning and participating in effective communication. We can help them see the relevance through speakers, mentors, and media such as educational television.

Gifted students often ignore the importance of the mechanical dimension during the writing process. So often, the gifted and talented child explores his/her thoughts quickly and enthusiastically, with little thought to the mechanical process of writing. This is fine during the first draft of the writing process, but during the editing step, attention should be given to the mechanical aspect of writing which places polish on a rough surface.

Writing instructors are not always current with regard to effective writing techniques. Teachers have limited time during a school year, and it is difficult to find time to read or attend writing workshops. An example is the accepted popular style of writing entitled the American Psychological Association Style. Many schools, however, are engaged in obsolete styles of teaching.

There is an attitude of indifference on the part of administrators to the process of writing. School administrations have so many responsibilities that it is difficult for them to keep pace with all the latest educational trends. Therefore, it falls on principals and teachers to let the administration know the writing needs of the students. Many administrative staff members have never been in the classroom, or have been out of the classroom for years, and they need to be made more aware of the student's writing needs.

Many students express a lack of confidence about writing. The students' youth and lack of practice certainly contribute to their anxieties about writing. It is up to the teacher to smooth the road to successful writing.

Relationship of the Problem to the Literature

A preliminary review of the literature on the writing process for children illustrates the recognition of the problem and some successes gained.

Peires (1984) recognizes that gifted students need a higher motivational level while engaging in learning how to communicate both orally and in written form. Gifted students need to establish a goal and accept responsibility for presenting their learning projects to audiences. In the

writer's school last year, the gifted students participated in Creative Challenge where they were often required to write their own scripts and present them to the audience. Many of the students had difficulty with taking responsibility in completing the script-writing task. Peires also says that immediate feedback and the opportunity to further redevelop oral and written communication skills are essential to help maintain task commitment.

Karolides (1982) looks carefully at gifted student concern about the writing process in hope of alleviating the student's anxiety. Gifted children often suffer from perfectionism. Karolides attempts to help students feel more comfortable about writing. Karolides suggests using positive encouragement, working together as within a community, and relaxing negative perceptions of writing. He says that standards of writing have been very restricted. Educators have a responsibility to give the students proper analytical feedback in order to help the student improve his or her writing. If we want to see more improvement, we must first enjoy what the student is saying and set high expectations for the students as well as ourselves.

Peters (1989) examines the problem that sixth grade students experience with the issue of writing competence and the result of their work. Like Spandel and Stiggins, Peters sees the need to assist young writers in reaching their writing goals. He discusses in depth the Young Authors Program led by the Greater Boston Reading Council, which has done considerable work in realizing children's dreams of creating bound books. As a result of their efforts, they experience a feeling of ownership. Student can in turn become role models for other aspiring young authors.

Students need to begin to thinking of themselves as capable young authors early in their school career. Gunn

(1990) feels that teachers need to help their students become more cognitively aware of language. Adding a generous portion of the teachers' enthusiasm, classroom writing becomes an exciting, rewarding adventure in learning. Gunn knows that in today's society, more educators need to model effectively the correct strategies of writing and reading, using word processing software. The writer has often seen the computer sit dormant in the corner of many classrooms while the students could be using the computer as an excellent writing tool.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATON INSTRUMENTS

Goals and Expectations

The following goals and objectives are projected for this practicum. The writer plans to increase the writing skills of gifted and talented students in the third, fourth and fifth grades through utilizing specific objectives; and, establish change in the writing process.

Behavioral Objectives and Measurements

Nine major behavioral objectives are to be met by the end of implementation. The following objectives map a plan to increase the skillfulness of 80 gifted and talented students' writing skills, during an eight-month implementation period:

1. Fifty-six of the 80 students' scores will be raised one ranking demonstrating more prolifically and mechanically correct narratives using Cramer's Standards for Evaluating Mechanical Skills for Narrative or Expository Materials.

2. The mean number of positive responses on a Reflective Attitude Survey (see Appendix D) completed by 80 students will increase from 2 to 4 of a possible five demonstrating more positive feelings toward writing by the end of the implementation period.

3. When asked to submit their best recent narrative piece of writing in a form ready of publication, 70 of 80

students will show an increase in the number of words that they write in the sample selected at the end of the implementation period when compared to that collected at the beginning.

4. In a comparison of a piece of publication-ready narrative written before and after the implementation period, 56 of 80 students' scores will be increased at least one ranking as measured by Cramer's Holistic Ranking Scale for Evaluating Composing Skills for Narrative Writing.

5. Thirty-eight of 80 students will increase their score from a 1 to 2 ranking on the selection of words in their writing according to Cramer's Holistic Ranking Scale for Evaluating Composing Skills of Expository Writing by the end of the implementation period.

6. At least 25 of 80 students will indicate success in having their written work published as reflected by a positive response to question #2 on the Reflective Writing Survey at the end of the implementation period.

7. At least 38 of 80 students will report self-improvement in the writing process as reflected by a positive response to question #1 on the Reflective Writing Survey after being asked to write a reflective/evaluative piece on their own growth as writers.

8. Pre and post implementation expository writing tests, using Cramer's Holistic Ranking Scale for Evaluating Composing Skills for Expository Writing will show 50 of 80 students have increased their ability to inform their readers at least one ranking.

9. At the end of implementation period 30 of 80 students will indicate a desire to write as reflected by a positive response on #4 on the Reflective Writing Survey.

The writer's evaluation tools include a Reflective Writing Survey consisting of four items checked yes or no by

the students and one completion item. The second tool includes two evaluations: Cramer's Standards for Evaluating Mechanical Skills for Narrative or Expository materials, and Standards for Evaluating Composing Skills for Narrative and Expository Writing. Both evaluations rank writing skills and achievement from low (1), middle (2), or high (3) with three having the highest ranking in skills.

CHAPTER IV

SOLUTION STRATEGIES

The problem is the writing skills of third, fourth, and fifth grade gifted students in the elementary school where the writer is employed.

Discussion and Evaluation of Solutions

Many authors have established possible solutions that are suggested by the literature. In the search for meaningful literature the writer finds many excellent resources. The following texts are chosen because of the quality of ideas presented and how they help future creative writers.

Creative thinkers dare to be different. Children with high IQs generally are true risk-takers who not only accept but thrive on uncertainty. They prefer working with new ideas to working with older ideas. Through experience with gifted students, teachers gain insight into which techniques assist these children while they gain expertise in written and oral language.

Once a writer has been given exciting starter ideas and techniques for writing, how to store papers becomes a concern. Paulson, Paulson and Meyer (1991) say that the portfolio provides the following guidelines:

1. It offers the student an opportunity to reflect on how much he/she has gained in writing.

2. The student decides which papers are valuable enough to store.

3. The portfolio houses only the student's writing and not other important papers.

4. The portfolio contains the exact name of each activity and what comments have been made as to the quality of work.

5. Students can review their work in parts, and as a whole, but they may choose the papers they want the public to view at the end of the year.

6. No matter whether the papers represent the student or the teacher's interest - progress is the main concern.

7. The portfolio is an effective tool for the owner to store interest inventories, attitude measures, daily papers and other school performances.

8. The students can benefit from seeing teachers and other students using portfolios as a useful tool when writing.

Diezsel (1985) also agrees that students need a feeling of ownership in the writing process. She states that, through special thematic units, improvement in the gifted child's experiences promote growth in all subject areas. The program develops teaching topics such as computer programming, creative writing, and other interest areas to a group of gifted students. The writer uses a similar model during the 1991-92 year. The main difference is writing and oral communication is interwoven throughout the day under a special topic, rather than as a separate topic.

Reading is a major topic of every elementary classroom setting. The stories children are exposed to in the class open up a wonderful study of language, its actions and patterns. Harste (1988) says that these stories give key insights to writing experiences. For instance, children can learn how writing is related to reasoning and learning. Harste says that writing can be a form of sociable activity

and a form of risk-taking to which children need more exposure.

In order to produce significant change, Wilcott (1987) uses a writer's attitude questionnaire to determine how positive the individual feels about writing. Research indicates students with positive attitudes show a significant improvement in writing, compared to those students who exhibit negative attitudes. This fact should be kept foremost in the mind of the writing instructor. Instructors arrange for students to meet positive role models who are considered creative producers and thinkers.

Once the student has been motivated carefully, his/her attitude concerning writing examined, and he/she has been taught the importance of language and writing, it is time to examine the actual writing process. Matthews (1987) establishes a curriculum model which utilizes pre-writing, drafting, editing/revising, and publishing/sharing to enhance the writing process for students. Matthews' model proves to be a highly effective model. Results of its evaluation prove to be positive, and staff and teachers praise the model highly. The students begin the program by taking a pre-test to help the teacher determine the level of skill at which the student is operating at the time of testing. After initial testing, the student enters into a world of integrated language arts which helps him/her fully grasp the relationship between mastering and applying technical-language skills. Matthews explains throughout the program the importance of fully grasping the relationship between mastering technical-language skills and applying them in writing. To determine the success of the language skills, the writer demonstrates effort to have his/her writing edited by others, as well as by the writer. There is emphasis in this model for the language and spelling texts to be ready

resources for the student, the student's peers, and other assistants throughout the editing process.

Educators are moving more toward word processing as an excellent form of manipulating and editing text. Word processors allow the student to easily insert, delete words, sentences, or blocks of text. Word processing is a great time saver as well as a creative tool. Students can use the word processor to create a class or school newspaper, write letters to their pen pals, write book reviews, make books for younger children, create their own stories and poems, and write reports, Elementary students show their creativity especially when writing stories. Working alone or in pairs, students show amazing persistence and dedication in completing the programs and then publishing the stories on a printer. Kirpatrick (1987) gives simple lessons which will help facilitate the instruction of developmental writing using the computer. Kirpatrick states that the student can write more quickly and efficiently if the teacher takes the time to train the student on the word processor.

Sollisch (1985) finds that, in order to increase the writer's fluency, the writer uses the following basic steps in the writing process: reading, writing, critical thinking, and dialog framework. It is sometimes helpful to think of writing as a dialogue between the writer and the existing language. The writer focuses on writing, then pulls back to ask questions concerning the text. This becomes a seesaw effect of creation and criticism. Sollisch feels that the teacher can gain more effective writing if the writing springs from a class discussion. The dialogue between the students and the written word becomes a motivational springboard.

Harste (1984) also sponsors the curricular framework for classroom reading and writing. Harste discovers that if

students develop their writing in a reading/writing framework, then their understanding of the transformation of language expands. He said the instructor needs to help students understand how reading and writing relate to reasoning and learning. It is important for the writer to take basic meaning from the text and interpret this meaning to bolster connections with and insight into life.

Goodman (1985) agrees with Harste and makes recommendations on the development of children's writings based on his studies on the emergence of literacy in young children. The author reviews related research and documents observations by teachers and parents of how young children learn to read and write. According to the author, children learn language through the use of language.

Through a reader's response, which can occur anytime during the writing process, a writer makes overt contact with an audience. The reaction of a reader to a piece of writing is usually expressed through question, suggestions, and statements to the writer about the content or form of what was written. The audience can be a teacher, a peer, a group, a scoring team, or anyone who responds to a piece of writing. Schwartz (1985) sees the need for additional assistance for young people who seem to have difficulty with creative thinking. Not all students possess high creative talents. Some students avoid and resist the writing process. Schwartz addresses how to motivate and guide these reluctant creative learners. Studies show there is no magic formula for enhancing creativity. Creative thinkers tend to use convergent and divergent thinking to solve problems and generate new ideas. Simply stated, divergent thinking lets the ideas come; convergent thinking verifies them. Schwartz utilized J.P. Guilford's (1967) model to describe creative thinking. Using this model, an instructor describes creative

thinking in terms of four creative products: fluency, flexibility, originality, and elaboration. The following describes Guilford's four creative products in more detail:

1. Fluency leads to the generation of a large number of ideas. Brainstorming - and making lists of resulting ideas - is one way to enhance fluency. Example: List as may uses as you can for a soda straw.

2. Flexibility requires a variety of thoughts and the ability to shift from one to another to generate more ideas. Example: Use the word "light" - and its different meanings - to come up with as many sentences as you can.

3. Originality leads to clever and unique ideas, but is difficult to define because everyone has his or her own opinion of what it means. It's not very common, and often it seems like the result of pure chance or luck. Example: Think of how the world would be different if people had two heads or if grass was pink instead of green.

4. Elaboration is the process of building on ideas or solutions by expanding them and adding and refining the details. Example: How could you combine a can opener and a calculator to produce a new invention? What would it do?

Caulfield (1984) sees cross-age teaching as an excellent technique for the writing process that increases the evaluation of writing composition for the gifted student. One effective way of providing student writers with useful criticism is by having groups of peers react to early drafts of their writing. The benefits are twofold: the writer learns to clarify, and those who are critiquing gain a better understanding of the writing process. Since good student writers revise heavily to clarify and improve their writing, audience response to their writing is particularly valuable.

Schwartz (1987) gives the classroom teacher a step-by-step process on implementing the writing process in the

classroom. The author addresses conferencing, revising and publishing. One of the primary writing techniques that the writer finds helpful is the use of computers in the writing process. Schwartz feels the computer should be incorporated throughout the writing program because it enhances the writer's flexibility.

Clay (1986) suggests that children be encouraged to exercise mental activities that would assist in the process of creating new and different solutions. Some of these activities include relearning, remembering, problem-solving, monitoring, and creating. In addition, Clay says physical activities such as drama, art and story telling activities are also excellent resources for written expression. These types of activities add to the child's experiences in oral and written communication.

Like Clay, Elbow (1987) says that writing teachers should encourage their standards to generate ideas, be creative, think intuitively, and refine expressions. Elbow maintains that language is like a kind of word magic possessing a real voice that speaks to the audience. The writer sees three types of voices: dramatic, audible, and one's own voice. These voices are used to give more meaning and understanding to the text.

Taking all the above authors and encouraging them to share these ideas with others is Lucy Calkin's idea of participating it the growth of writing. Calkins (1986) looks at effective ways to gain skills in teaching writing and the importance of networking these ideas to school staff members. She also examines the development of student's writing throughout the elementary years in a workshop, where coaching and collaboration are important components.

Smith (1983) examines the learning of writing through a specialized reading program that assists teachers in

encouraging writing. Students need to write from emotions and insights that they have gained through reading. Reading can be used once the student feels comfortable with writing their thoughts. The students extend their written thoughts by sharing with others what they have written. Reading then becomes a product as well as a stimulus.

Description of Selected Solution

To solve the problem presented in the practicum, the writer plans a formalized developmental program in the school setting as a vehicle for increasing the writing skills of all gifted and talented upper elementary students.

The writer utilizes the older gifted students to assist the younger students in their writings kept on an Assistant Participation Chart (see Appendix E). The writer obtains permission from the homeroom teachers to release the fifth grade students during convenient times to assist their younger peers. The older mentor students employ modeling techniques with their younger peers by reading out loud some of the papers they have written.

The writer's community has qualified speakers, three of whom agreed to speak to the gifted students on the subject of effective writing and publishing. The week before each guest speaker arrives, the writer prepares the students by reading some of the author's stories and having the children prepare a writing bulletin board about the author/speaker and his/her works.

The writer uses the computer lab 30 minutes daily to allow the students to use the word processor during the writing process (see Appendix F). The students previously had an average of 10 minutes daily on the computer.

The writer allows a minimum of 45 minutes of classroom time for students to write as recorded on a Time Log (see Appendix G). A writing center is established in the classroom to enable the students to rotate through the center during the day. The students have an area of the classroom with writing tools and other supplies where they may write. Behind the writing area there is a display section for anyone wishing to display their work before placing it in their portfolio.

The writer purchases portfolios for the 80 students in the program. The portfolios enable the students to store their papers until the time arrives for special papers to be either placed in a classroom scrapbook, or published.

The writer uses the Cramer Scale (1982) for evaluating children's writing, the Standards for Evaluating Mechanical Skills for Narrative and Expository Materials, and the Standards for Evaluating Composing Skills for Narrative and Expository Materials to increase effective evaluation. These evaluation instruments inform the writer where the student is working and what improvements are needed. A positive connection between writing assessment and writing instruction provides the writer with a more efficient, and reflective tool for writing.

The writer believes that the above strategies work, because additional training helps the students write better and gives them better communication skills. Children begin to think of themselves as capable young writers early in the year. The ideas the writer presents are designed to give immediate and/or continuing emphasis and stimulation to any development writing program. With the writer's own enthusiasm and that of the students, the developmental writing program is an exciting, rewarding adventure in learning.

Report of Action Taken

The writer establishes through Student and Teacher Surveys, from the students' and teachers' viewpoint, a definite need for a developmental writing program. Steps are taken to insure a successful classroom experience. The writer gains permission from the principal to teach writing developmental processes to the third, fourth, and fifth grade students. The writer requests from the media specialist that all educational television shows on writing be recorded to show at appropriate times throughout the year in our classroom. The media specialist is very cooperative and provides the students with educational television programs throughout the year to reinforce the writing skills being taught.

The writer enjoys motivating and exciting the students to do their very best while utilizing their individual learning styles. Learning centers are placed around the room with assorted activities that reinforce skills in each of the topics presented for the week. Each day a different group comes to SOAR and is allowed approximately 30 to 40 minutes in a learning center after the main topic of the week is presented by the writer. The students move from center to center receiving help whenever needed. The writing center receives the most teacher help. The end of the day involves the students sharing the information and stories written while in the center. The center process is an important part of the student day. The following steps provide a more specific description:

1. Four major centers are located in the classroom.
2. The student and a partner travel to Center One for several minutes and then proceed to Centers Two, Three and

Four, staying at each center for a certain time decided by the teacher and students.

3. The four centers allow students to write creatively about the topic, research and read about the topic, and use a contract to actively work with the topic.

4. The writer gives the background information on the main topic of the day and motivates the students by offering praise and rewards.

5. Developmental writing is interwoven throughout the centers and specifically taught in Center One, where the students are writing about the topic.

The writer records their actual work time writing in Center One and during other specified writing lessons during each week.

Assisting students record their time each week on an Assistant Participation Chart (see Appendix E) which the writer keeps at each center. Since the students are actively engaged in cooperative learning, the times recorded by the peers are treated as actual developmental writing assistance.

The writer prepares each day to take the students step-by-step through the writing process and ensure a greater developmental writing success rate for the gifted and talented population. As educators of the writing process we determine the firm guidelines and high expectations for our students. We set an exciting stage for students, watch and support their performance, and assess their performance in order to improve it.

The students receive positive reinforcement for their writing attempts. Negative comments about a student's writing results in negative attitudes toward writing. There is a responsibility for the educator not to give false praise but to give the student earnest encouragement.

Through the year, the students prepare to keep a sample of his/her writing. A portfolio is provided for each child, so he/she may store the samples of writing he/she wishes. The portfolios are kept at the writing center.

Implementation of the Developmental Writing Program begins October 1991 and ends June 1992. Lesson plans for the implementation period are as follows:

Week 1: Obtain a sample of each student's writing utilizing topics of interest for each grade level and place in his/her portfolio.

Week 2: Give an overview of major steps in the writing process such as: writing, editing, and published utilizing the overhead.

Week 3: Teach the proofreader's marks for editing, explain student portfolio procedures and the computer's role in the writing process.

Week 4: Introduce dictionary skills and allow students time for cooperative practice activities to reinforce these skills.

Week 5: Thesaurus activities are presented by the teacher and students practice utilizing word substitutions.

Week 6: Students actively involve themselves in paragraph writing through brainstorm sessions such as word webs where children brainstorm in a web format and from a central topic and word lists where children list words that relate to a main topic.

Week 7: Students work with words through word sensitivity and vocabulary enrichment striving for more precision and sophistication while they begin their journal writing.

Week 8: Students become more aware of a sentence through activities of sentence recognition utilizing last writing placed in their journals.

Week 9: Students learn how to expand sentences and recognize the importance of understanding the specific roles that parts of speech play in sentence structure.

Week 10: Students combine, move, and shift words in a sentence to make them more effective.

Week 11: Students review all writing concepts taught the first ten weeks and together with their cooperative team, illustrate on paper a composite view.

Week 12: The writer illustrates the purpose of placing sentence effectively into a paragraph and students then cooperatively formulate an original paragraph.

Week 13: Students practice computer editing their own papers, their partner's, and any other member's papers from last week drafts for publishing quality.

Week 14: Students are introduced to writing style involving purpose, sense of audience, topic, and use of effective language.

Week 15: The writer reviews Week 14 and allows time for practice.

Week 16: Students actively practice outlining a topic, utilizing logic and organization of ideas, after practicing on a chart with the teacher.

Week 17: Students use their outlines from the last lesson and practice utilizing the outline sentences as opening and supporting sentences to formulate paragraphs.

Week 18: Cooperatively in teams, students determine if the transitions between sentences and paragraphs flow and are effective for the reading audience.

Week 19: Students practice formulating concluding sentences that provide appropriate imaginative closure.

Week 20: Writers will exercise utilizing sentences that flow and lack fragmentation and run-on qualities.

Week 21: The class, using papers with purposeful mistakes, will focus on grammatical conventions of inflections, correct pronouns, verb forms and other grammatical errors frequently used.

Week 22: Students will dramatize, through group role activities, correct use of nouns, adjectives and adverbs in the writing process.

Week 23: Students will concentrate on good command of capitalization rules utilizing posters, charts and other visual assistance.

Week 24: Students will practice most "Often Misspelled Words List" and with peer assistance practice spelling the list words.

Week 25: Student teams will prepare a lesson, utilizing the most often used punctuation in writing, and present the correct usage to the whole class.

Week 26: Students and the writer will brainstorm topics for writing utilizing a writing "word web," or "word list" to elaborate on a topic.

Week 27: Students will compose their writing papers for the whole period allowing their thoughts to flow freely without hindrance of correction.

Week 28: Students will edit their writing papers from Week 27 first by themselves and then with two peers.

Week 29: Students will type their final draft after revision on the word processing portion of the computer.

Week 30: As a post test of writing skills obtained over the past 30 weeks, students are to independently rough draft, edit, revise and formulate a final paper for the "Classroom Scrapbook."

Week 31: Students will read their final paper for the class and writer to evaluate.

Week 32: Students share their stories with other students in the building.

Week 33: Students write to children's publications for information concerning the possibility of publishing their final paper.

Week 34: Culmination of learning over the past 34 weeks will be presented by the class and learning experiences will be shared by class members, including a cover illustrating their final draft.

CHAPTER V
RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The situation needing improvement was the writing skills of third, fourth, and fifth grade gifted students in the elementary school where the writer was employed. Prior to September 1, 1991, according to a teacher survey, only eight teachers said they engaged in student writing more than 20 minutes daily.

The writer received positive results from the eight month implementation period. Students became involved in the solution strategy by exhibiting a cooperative spirit, assisting each other as peer teachers, and participating in the writing centers to achieve and complete the writing projects requested by the writer throughout the implementation period.

Objective One for this practicum was as follows: After the practicum's implementation period fifty-six of 80 students' scores would be raised at least one ranking demonstrating more prolifically and mechanically correct narratives using Cramer's Standards for Evaluating Mechanical Skills for Narrative or Expository Materials. Students were taught correct mechanical skills of writing through the use of videos and language sheets. They practiced the skills on the rough draft copies of their own and partner's writing papers. They recorded their progress on the front of their writing portfolios. A copy of Cramer's Standards for Evaluating Mechanical Skills was stapled inside each student's folder as a reference. The writer then evaluated

each student's writing samples in the folder and recorded the ranking of low (1), middle (2), or high (3) in the class grade book. The results show that of the 80 students that participated in this survey, eight had no increase, 42 had a one level increase, and 30 had a two level increase. The objective was met because 72 students increased by at least one level and the number required was 52 (see Figure 1).

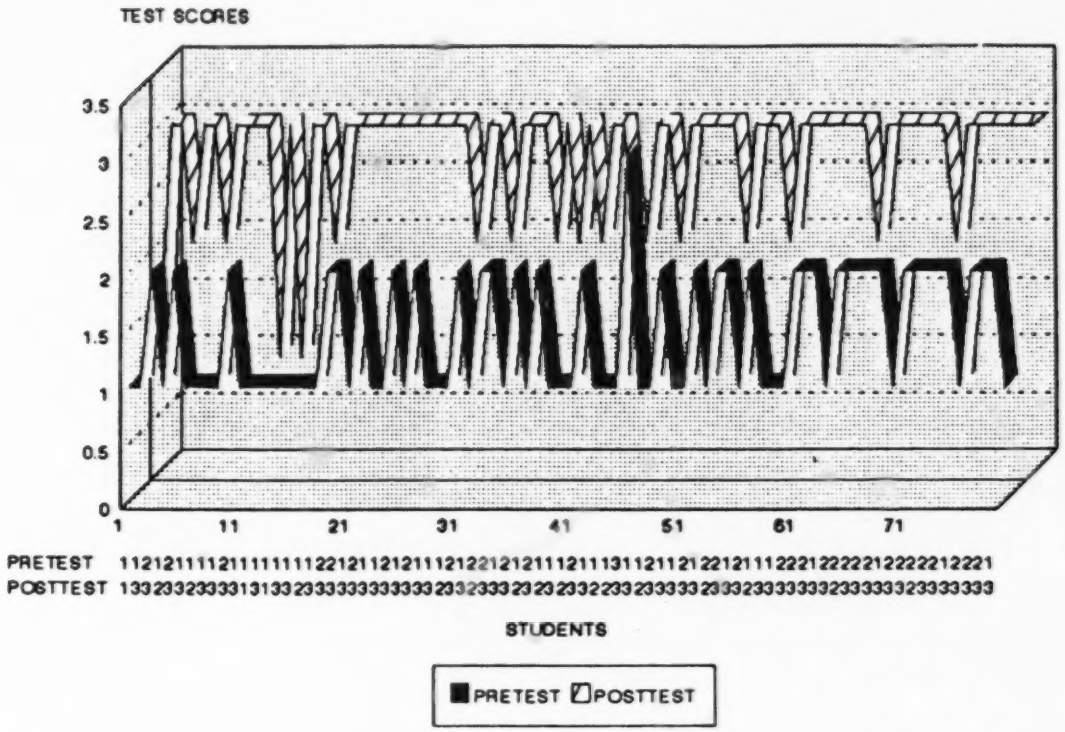

Figure 1. Level of increase demonstrating more prolifically and mechanically correct written narratives.

Objective Two for this practicum was as follows: After implementation of this practicum the mean number of positive responses on a Reflective Attitude Survey Completed by 80 students would increase from 2 to 4 out of a possible five demonstrating more positive feelings toward writing by the end of the implementation period. At the beginning of implementation 46 of 80 students gave a positive response toward writing and at the end of implementation 78 of 80 students gave positive responses. The objective of increasing from 2 to 4 of a possible five was met. Figure 2 illustrates the percentage increase in the pretest and post test "yes" responses.

PRETEST YES RESPONSES	POSTTEST YES RESPONSES	PERCENT INCREASE
46	78	170 %

Figure 2. Percentage increase in positive responses demonstrating more positive feelings toward writing.

Objective Three for this practicum was as follows: After the practicum's implementation period 70 to 80 students, when asked to submit their best recent narrative piece of writing in a form ready for publication, would show an increase in the number of words they wrote in the sample selected at the end of the implementation period compared to the sample collected at the beginning of the period. The students' length of writing increases naturally during the course of a year, but the writer was very pleased with the significance of the increase during this implementation period. The students demonstrated an increase in the median number of words from the beginning to the end of the year. The writer feels maturity, confidence, and new writing skills were responsible for the increase (see Figure 3).

DATA LABLE	PRETEST STATISTICS	POSTTEST STATISTICS
PARTICIPANTS	80	80
MINIMUM WORDS	18	46
MAXIMUM WORDS	122	831
MEDIAN WORDS	64	156

Figure 3. Increase in median word count used in students' narrative writing.

Objective Four for this practicum was as follows: After this practicum's implementation period in a comparison of a publication-ready narrative written before and after the implementation period, 56 of 80 students' scores would increase at least one ranking as measured by Cramer's Holistic Ranking Scale for evaluating Composing Skills for Narrative Writing. The students became very motivated to publish their writing as they experienced successful feedback from the writer and classroom teachers. Within each grade level the students established a competition to see if as many students as possible would publish either in a book, school newspaper, newsletter, or scrapbook for everyone in the school to read. The students worked diligently to meet their goal. Sixty-one of 80 students successfully increased by at least one level (see Figure 4). Ten of the students' narratives were already published or being published in the newsletter. A total of 74 students had successfully published by the end of the implementation period.

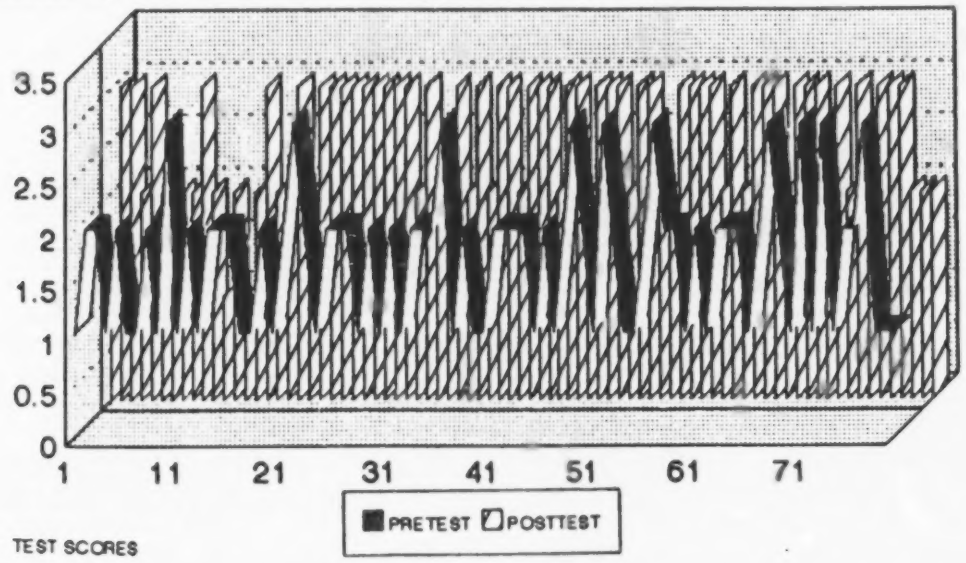

Figure 4. Level of increase in ranking of students' publication-ready written narratives.

Objective Five for this practicum was as follows: After this practicum's implementation period 38 of 80 students would increase their score from a 1 to 2 ranking on the selection of words in their writing according to Cramer's Holistic Ranking Scale for Evaluating Composing Skills for Expository Writing by the end of the implementation period. The students were able to assist the writer with this objective. They kept a thesaurus on their desk at all times when they were writing and were told to refer to it at the end of each rough draft stage. They were requested to replace old, tired words with new, exciting words as they wrote during the year. The writer kept a count of the increase of selection of new words over the eight-month implementation. According to Cramer's Writing Scale 25 of 80 students increased one ranking from 1 to 2 and 19 of 80 students increased one ranking from 2 to 3 with a total of 44 students increasing by at least one ranking (see Figure 5).

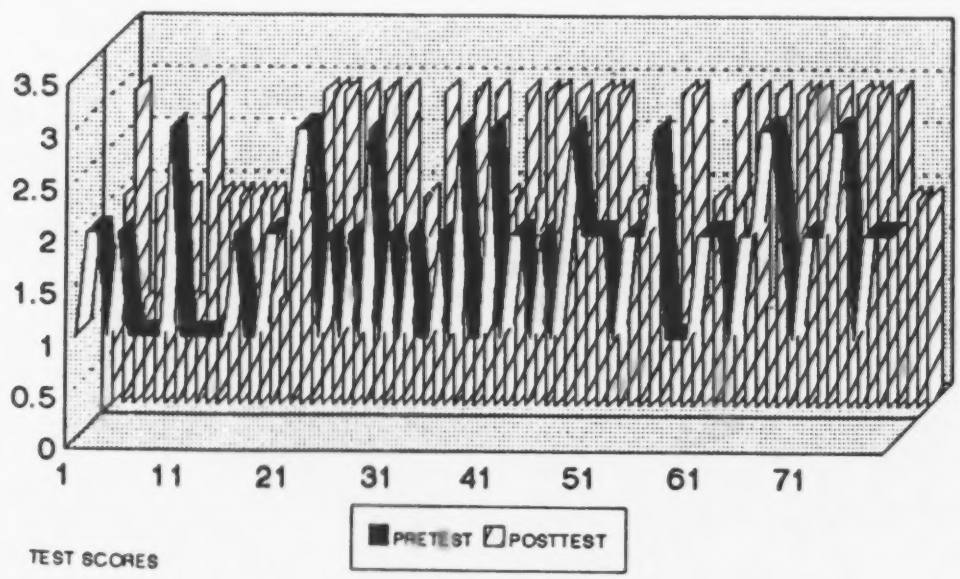

Figure 5. Level of increase in ranking on the selection of words in students' expository writing.

Objective Six for this practicum was as follows: After this practicum's implementation period at least 25 of 80 students would indicate success in having their written work published as reflected by a positive response to question #2 on the Reflective Writing Survey. Students on every grade level especially fourth and fifth grades illustrated a gain in having their written work published. The third grade showed the least gain in publication of the writing because of limited access time to the computer lab and the limited availability of the classroom printer. The fourth and fifth grade students wrote ten-volume novels over a ten-week period. These were bound, placed in the library, and a select number were to be sent to children's publishers. Seventy-four of 80 students indicated a positive response to having their work published on the post survey (see Figure 6).

PRETEST YES RESPONSES	POSTTEST YES RESPONSES	PERCENT INCREASE
15	74	493 %

Figure 6. Percentage increase in positive responses demonstrating an increase in publication of students' written works.

Objective Seven for this practicum was as follows: After this practicum's implementation period at least 38 of 80 students would report self-improvement in the writing process as reflected by a positive response to question #1 on the Reflective Writing Survey after being asked to write a reflective/evaluative piece on their own growth as writers. All but one of the students reported self-improvement in the writing process. The one student had difficulty with writing because of muscle-eye coordination and felt stress each time he was asked to write. The student was given an option to have someone write for him when he felt too stressed to continue writing. The other 79 students felt they had gained in writing skills. Everyone tried to encourage each other and set a positive stage for the writing experience (see Figure 7).

PRETEST YES RESPONSES	POSTTEST YES RESPONSES	PERCENT INCREASE
20	79	395 %

Figure 7. Percentage increase in positive responses reporting self-improvement in the writing process.

Objective Eight for this practicum was as follows: After this practicum's implementation period the pre and post implementation expository writing tests, using Cramer's Holistic Ranking Scale for Evaluating Composing Skills for Expository Writing would show 50 of 80 students have increased their ability to inform their readers at least one ranking. The same instrument was used for the pre and post measurement of this objective. Students especially enjoyed this area of writing. They played roles explaining to each other how to tie shoes or ride a bicycle before they actually wrote an expository piece of writing. The students expressed more difficulty writing explanations of how something is done versus telling someone. Figure 8 demonstrates the students' improvement in Expository Writing.

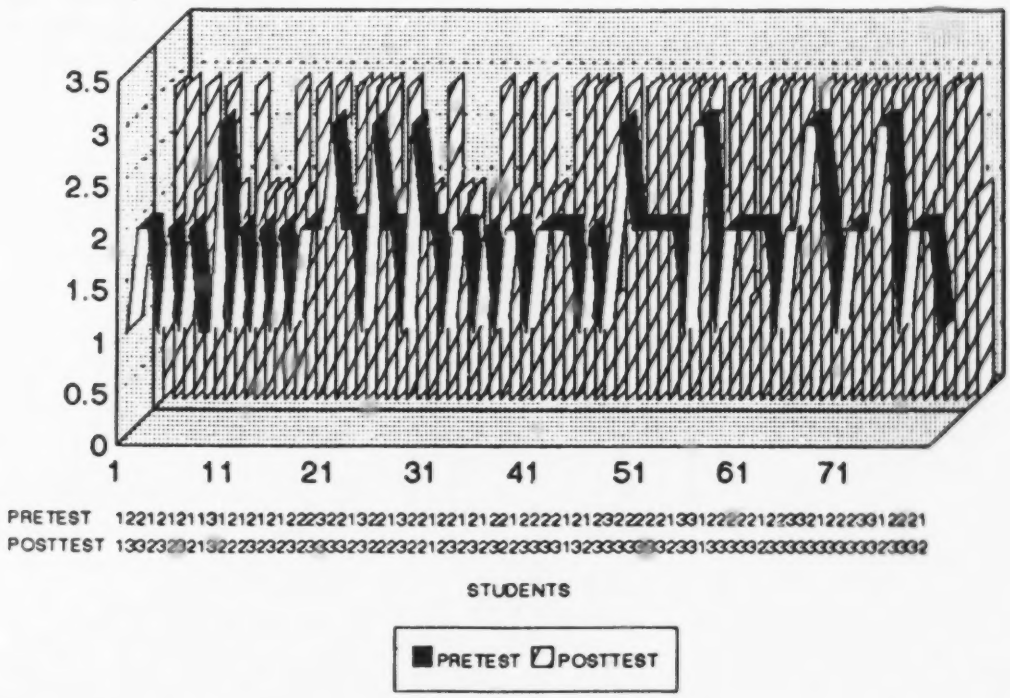

Figure 8. Level of increase in ranking demonstrating students' ability to inform their readers.

Objective Nine for this practicum was as follows: After this practicum's implementation period 30 of 80 students would indicate a desire to write as reflected by a positive response on #4 on the Reflective Writing Survey. Third and fifth graders showed the most improvement in writing but the group as a whole gained significantly. Seventy-seven of 80 students exhibited a desire to write by the end of implementation (see Figure 9). The writer feels the significant gain in the students' desire to write is due to the following: 1) parent and teacher encouragement; 2) daily practice of writing; 3) modeling exhibited in weekly writing videos; 4) peer support in writing activities; and 5) pride in the final writing product.

PRETEST YES RESPONSES	POSTTEST YES RESPONSES	PERCENT INCREASE
63	77	122 %

Figure 9. Percentage increase in students' desire to write.

Discussion

All nine objectives exceeded expectations in this practicum. The writer feels the following factors contributed to the success of the practicum: a sense of ownership in the writing assignments, the positive attitude exhibited by everyone involved, and the pride of seeing a product well-done. Writing was presented to the students with enthusiasm and encouragement. The writer wrote with the students and shared the writing as well. Students enjoyed the writing videos, role playing, and animated talks by well-known writers. The writing experiences have proven quite successful and the data shows significant growth for the third, fourth, and fifth grade students.

Generally, in the first days of class, a pre-test was given to get a sample of each student's writing. The pre-test helped determine each individual's level of writing ability. Individual writing papers were evaluated according to ideas, content, organization, evidence of draft, word usage, use of sentences, and paragraph construction. The writer then determined the writing level of each student.

Using the overhead projector, the teacher presented the major steps in the writing process. The first step, pre-writing, was designed to identify the writing audience and purpose for writing, gather from writer's experiences, and plan and organize the writer's thoughts. The students were then ready to draft their thoughts into sentences.

The editing step involved revision of the ideas, organization of the paper and all phases of correction and change made before the final copy. During this step the students learned the necessary editing marks. A poster and several smaller charts illustrated editing marks which were posted for referral during editing.

The publishing step was the actual production of a final copy and represented the culmination of the writing process. This was a wonderful time for students to share their work with their reading audience and place their work in portfolios for later comparisons. Students used a computer over the next few months to assist them in the editing and publishing process. Also students were allowed to be very creative during the publishing step. An example of this was the students' use of chalk, crayons and paint while publishing their papers on wallpaper, chalkboard and newspapers. There were many unusual and fun ways of writing and displaying completed texts by students.

Students worked with words, sentences, outlines, and paragraphs throughout the school year. They learned to use the dictionary, thesaurus, and word lists to give their writing precision and sophistication. In addition, the writer assisted students in expanding sentences and recognizing the importance of understanding the specific roles that parts of speech, sentence placement, and paragraph structure play in sentence structure. The writer selected writing activities from Jackie Matthews' (1987) Developmental Writing Program.

Every morning when the students arrived in class, the writer had on the board a thought-provoking "Brain-Starter of the Day" question. The students created their own answer to the question, for approximately 10 to 15 minutes, in a journal. The journal provided the students with daily writing that was evaluated only by the student writer.

Cooperatively, in peer pairs or small groups, students practiced proper grammar and correct spelling. Many exciting means of illustrating their progress in writing were planned, such as: dramatizing, advertisements, news articles, poems, letters, reports, booklets, and videotaping. The writer's

role was to provide the time for them to share their writing, treating their writing with respect, and use their writing as tools for advancing writing skills.

Papers were written throughout the year on various topics the writer planned. The students' post-test at the end of the year was the same writing assignment that was on the pre-test at the beginning of the year. The post-test illustrated how much progress had occurred during the year.

Recommendations

The results from the practicum proved that an effective developmental writing plan explaining the steps necessary to complete a writing program should be adopted and used as part of the county's elementary school writing curriculum. The practicum also suggested that teacher developmental writing workshops should be held at the beginning of the 1992-93 school year for elementary staff members to increase their effectiveness as teachers of the writing process.

Disseminations

The need for an effective developmental writing plan was evidenced during this practicum. The writer plans through students sharing their favorite stories, from their portfolio with friends, parents, and younger classmates, to disseminate the merits of the writing program. A large scrapbook will be placed in the media center for everyone to see the best writing samples. Photographs of children working in the Writing Center will be displayed in the classroom.

The year 1991-1992 was the year children were encouraged to write. Children learned to use their imagination; increased use of more effective vocabulary; held the reader's attention; and grasped the power of words.

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APPENDICES

APPENDIX A

WEIGHTED PROFILE FOR GIFTED AND TALENTED STUDENTS

WEIGHTED PROFILE FOR GIFTED AND TALENTED STUDENTS

Student Name_____Grade School_____District_____

Parent(s) Name_____Address_____

Code No._____Date_____

APTITUDE/INTELLIGENCE TEST (45 Points)

Name_____Level_____Date_____

Aptitude/Intelligence Score_____National Age Percentile_____

National Age Percentile_____- 99 X 45 =_____Aptitude/Intelligence Points

ACHIEVEMENT TEST (must be on or above grade level norm-referenced test)

Name_____Level_____Date_____

	PERCENTILE		MAXIMUM PERCENTILE POSSIBLE		TOTAL
Reading Comprehension	_____	÷	_____	X 22.5 =	_____
Total Math	_____	÷	_____	X 22.5 =	_____
3-R Battery	_____	÷	_____	X 22.5 =	_____

Sum of two highest totals =_____Achievement Points

PERFORMANCE DATA (items included to be decided by district) (10 points)

At least 2 of the following:

1) parent, teacher, self-nomination
2) demonstrated ability through evaluation of products and anecdotal records
3) evidence of prior achievement through grades and outstanding projects

_____ _____points

_____ _____points

_____ _____points

Attach copies of the completed nomination/evaluation/other forms to Profile.

Earned Points_____ - total possible points = _____ratio

Point ratio_____ X 10 =_____Performance Points

TOTAL PROFILE SCORE

Aptitude/Intelligence Pts._____ + Achievement Pts._____ + Performance Pts._____= Total

Name of Person Completing Form_____

APPENDIX B

STUDENT SURVEYS ON CREATIVE WRITING

Student Survey on Creative Writing

(Please circle your responses to the following statements.)

My feelings about creative writing papers can be described as:

challenging necessary boring fun

My ideas generally have come from:

me the teacher a friend a story

I would be willing to write my story_____ times.

one two three four

I like the following things to happen to my paper:

displayed given back to keep kept in a folder

I would like to write and/or edit my paper on the computer:

Yes No

I would like to have someone help me edit my paper after it is written:

Yes No

Do I wish we did more creative writing at school?

Yes No

(If you have time, please send me a letter telling me about your summer.)

APPENDIX C

TEACHER CREATIVE WRITING SURVEY

Teacher Creative Writing Survey

(Circle one answer for each item below.)

Did you allow time for daily writing by students this past year?

Yes No

The average number of times students were engaged in creative writing weekly:

5 4 3 2 1

The average duration of time students were engaged in a writing session was:

more than 20 minutes 20 minutes less than 20 minutes

How many times per week did students receive written teacher feedback in relation to writing?

5 4 3 2 1

Circle all months in which students engaged in writing.

Aug. Sep. Oct. Nov. Dec. Jan. Feb. Mar. Apr. May June

Do you feel comfortable grading creative writing?

Yes No

How many times to you generally ask a student to write/rewrite the same creative writing paper?

one two three four

Do you generally display the creative writing papers your students produce? Yes No

Do you save the papers in a folder? Yes No

Do you given them back to the students? Yes No

Would you be willing to allow more time in your class for writing in the coming year?

Yes No

Thank you for your assistance in completing the survey.

APPENDIX D

REFLECTIVE ATTITUDE SURVEY

Reflective Attitude Survey

(Pre and Post Implementation)

1. I feel I know how to write correctly.

Yes_____ No_____

2. I have had a paper printed in a newspaper or children's magazine.

Yes_____ No_____

3. I would like to have a paper printed in a school newspaper or children's magazine.

Yes_____ No_____

4. I like to write.

Yes_____ No_____

5. Writing is _____.

APPENDIX E

ASSISTANT PARTICIPATION CHART

Assistant Participation Chart

Name of Assistant	Person Receiving Assistance	Time	Date

APPENDIX F

COMPUTER WRITING CHART

Computer Writing Chart

Name of Student	Time Utilizing Computer	Date

APPENDIX G

TIME LOG

Time Log

Name of Student	Writing Time	Date	Class

DEPARTMENT OF EDUCATION

June 10, 1992

Mary Helen Freeman
Cedar Chase Apartments, Apt. E-102
1700 N. DuPont Highway
Dover, Delaware 19901

Dear Ms. Freeman:

You have permission to reproduce a copy of the enclosed [redacted] Weighted Profile for Gifted and Talented Students for your dissertation. This information is not copyrighted and is available to educators and the public in general.

I would appreciate your sending me a copy of your abstract. Best wishes for a successful conclusion to your doctoral program.

Sincerely,

Anne H. Elam, Education Associate
Gifted and Talented Programs

Enclosure

AHE/gt